ASK ANNE

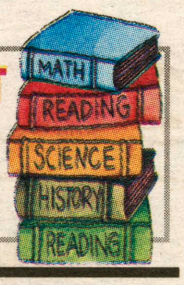
"Everybody has a problem. What's yours?" Meet our new advice columnist Anne Hillburn '14 on **page 8**!

KRONOS QUARTET

Turn to **page 10** to read an exclusive interview with Grammy award-winning violinist David Harrington.

WORTH THE WAITLIST

On **page 7**, the *Spectator* staff shares all the classes you shouldn't give up on getting into.



THE SPECTATOR

Thursday, Nov. 7 2013

Volume LIV Number 9

Does anyone really want to just hook up?

by Kate Cieplicki '16
News Contributor

Even though the phrase is whispered, squealed and bemoaned on every college campus, every academic weekend—"We hooked up"—the verb itself, somehow, still leaves a lot of room for interpretation. Kissing? Sex? Something in between?

According to Donna Freitas, author of *Sex for the Soul* (2008) and *The End of Sex* (2013), it's not the physical bases that establish a hookup. It's the emotional meaning—or lack thereof. On Monday, Nov. 4, Freitas spoke to over 50 students at Hamilton, defining a hookup according to the following requirements:

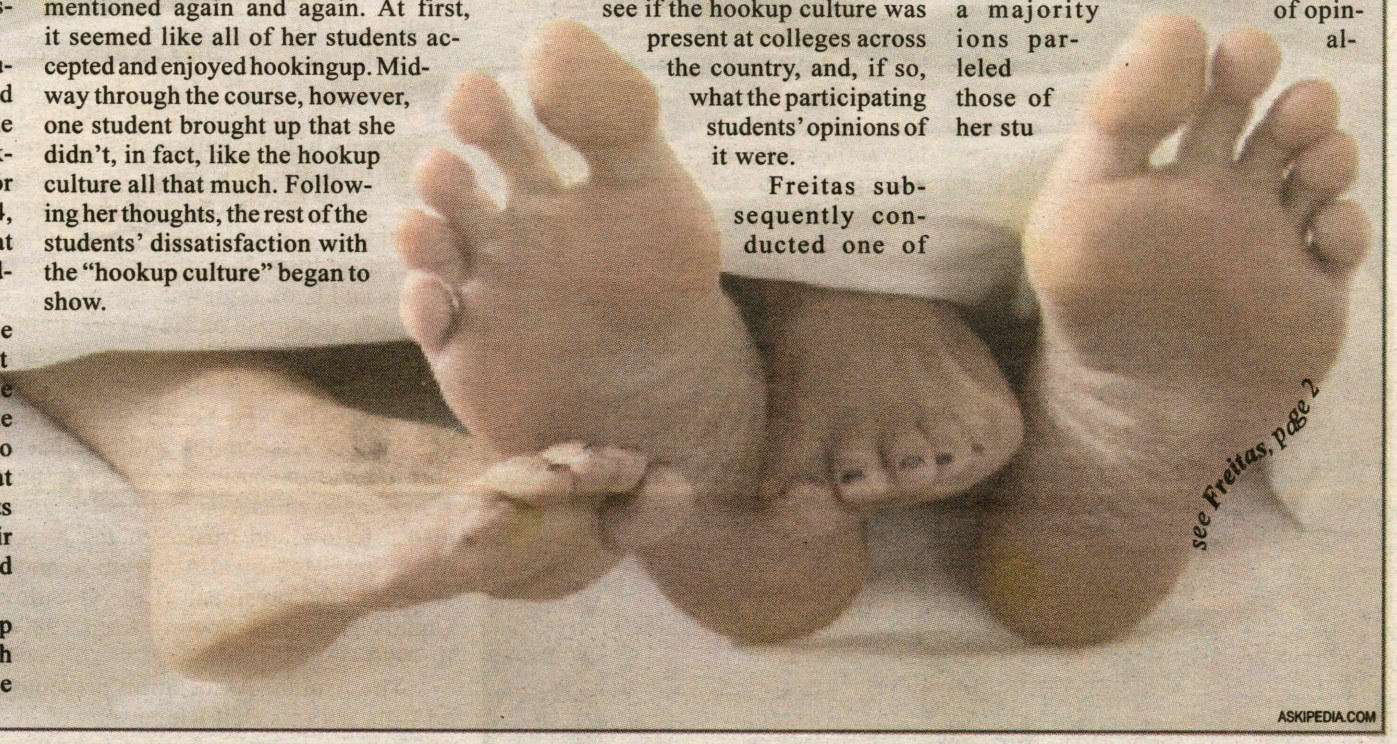
"First, the hookup has to be brief. Second, the hookup cannot involve emotional attachment," she said. The rules of the hookup dictate that it must be meaningless. Due to the lack of emotional intimacy that comes with a hookup culture, students seeking deeper connections with their peers are left feeling "isolated and unfulfilled."

Freitas's interest in the hookup culture derives from her time with students at a small Catholic college in Vermont. Though she was a religious studies professor, Freitas's students were eager to discuss sex, romance and dating in class. Due to this interest, she taught a course exclusively about spirituality and dating. Through conversations with the 21 students in this class, Freitas heard the "hookup culture" mentioned again and again. At first, it seemed like all of her students accepted and enjoyed hookingup. Midway through the course, however, one student brought up that she didn't, in fact, like the hookup culture all that much. Following her thoughts, the rest of the students' dissatisfaction with the "hookup culture" began to show.

While the students were "pro-hookup" in theory, they found again and again through personal experience that "the hookup wasn't the best place for sexual intimacy," said Freitas. A campus-wide discussion of the hook-up culture demonstrated similar sentiments. With these opinions as a basis, Freitas set out to see if the hookup culture was present at colleges across the country, and, if so, what the participating students' opinions of it were.

Freitas subsequently conducted one of the largest surveys ever on college-student spirituality and sexuality. Participants were polled with questions, interviewed and asked to share personal journal entries detailing their thoughts on "hooking up."

Through her extensive research, Freitas found that a majority of opinions paralleled those of her stu



see Freitas, page 2

ASKIPEDIA.COM

CELC relocation isn't just a housing solution

by Bonnie Wertheim '14
Editor in Chief

Last week's cover story, "Clinton Early Learning Center to relocate off the Hill," suggested that an on-campus housing shortage was the sole motivator for the daycare center's plans to move its facilities downtown to Clinton Elementary School. Karen Leach, vice president of administration & finance, is at the head of the relocation planning process and explained that the issue is far more complex than *The Spectator* originally portrayed.

Root Residence Hall "hasn't been touched since 1968" and therefore "doesn't meet modern standards" for a childcare facility, Leach said. For example, the Center is laid out over two floors, whereas New York State daycare codes mandate that these facilities only comprise a single floor. Renovating Root such that it would comply with these codes would require the addition of a new wing, which would be exceedingly costly. Plus, the College already plans to renovate Root in the summer of 2015 to transform the current space into new dorms. Those beds, combined the ones that the new Minor suites will offer after their renovation this coming summer, will add up to 52 new beds for students. Leach hopes that these additions will allow her to re-centralize Hamilton housing, bringing students from downtown and Anderson Road back to the dorms on the Hill.

Because Root can no longer house the Clinton Early Learning Center (CELC), Leach met with an architect to see how much it would cost to build a new facility on campus. She received a $1.6 million estimate for the construction costs—a number far larger than the College would like to pay given the number of large construction projects it has already taken on for the next few years.

Leach considered a few locations off the Hill, such as St. Mary's Preschool in Clinton, but many simply did not have the space to accommodate a childcare facility. She was looking for about 6,000 square feet of space for the new center, and Clinton Elementary School could offer over 5,000 square feet in a private wing of the building that opened up to the outside. Because the elementary school is also less than a mile and a half down the Hill, it seemed close enough to the original location that parents might not be too upset by the move. Plus, the relocation could prove mutually beneficial: Clinton public schools have experienced a decline in enrollment and, in turn, have faced a decline in revenue. Should the CELC move to Clinton Elementary School, Hamilton will subsidize the public school's costs and pay in full for any renovations to the wing where the new Center will be located.

When Leach brought the parents of CELC-enrolled children down to Clinton Elementary to inspect the new site, many found the space "institutional" in appearance. It lacked the bright colors and "bucolic" setting that Root and the College have historically offered children in the daycare program.

"I understand why people like having their kids here," Leach said. As it stands, the children have access to the Glen and other on campus facilities. And the current location of the Center is especially convenient for College faculty and employees who want to be able to see their children throughout the day. Of the 50 students enrolled in the Center right now, 17 have Hamilton-employed parents.

Hamilton students also benefit currently from the Center's on-campus location, as several of them volunteer at the CELC on a weekly basis. Leach is still figuring out the logistics of transporting students from the Hill to Clinton Elementary School.

Though the planning committee has yet to make a final decision on the CELC's relocation, Leach said the Center "is likely to move."

Freitas examines 'hookup' culture among college students

from Let's Talk, page 1

dents in the spirituality and dating course. Most of students were interested in dating and romance but were under the impression that everyone was hooking up all the time—and loving it—except for them. They viewed dating as something that "didn't happen in college, and a desire for romance as weird," said Freitas of her extensive interviews with students. "The norm," according to the survey results, was to get over romance and engage in (but not care about) casual sex. Such a stigma around emotional intimacy was leading to sexually and spiritually unfulfilled college students.

The problem wasn't "the hookup" itself. Freitas discussed how the option to hookup had been available to her when she was in undergraduate school at Georgetown. She described hooking up as a "town": "everyone knew how to get there and who lived there, but it wasn't the only option," she said. Then, hookups were about the fun of pursuing a handsome stranger.

To Freitas, the hookup became problematic when it began the only option for intimacy college students could pursue. Then it became the hookup culture. Concluding her talk, Freitas addressed the overarching implications of her research on the hook-up culture:

"The issue of consent on college campuses needs to be reestablished to fit in the culture of casual sex," she said. "Hookups can often be seen as something that happens to you, not something a person actually pursues."

Such detachment is problematic and results in blurred lines that Freitas believes need to be redrawn.

Freitas encouraged students in the audience to start thinking about "how to have truly awesome sex." If the hookup isn't the best way, and if not everyone is as into the hookup culture as they seem, then what is the best way to have meaningful sexual and emotionally intimate relationships?

PHOTO COURTESY OF HAMILTON COLLEGE C&D

Hamilton alumnus and former professor David Ellis '38 and his wife, Carolyn, are funding a new endowed chair.

Former Hamilton professor's gift establishes endowed chair

by Kaitlin McCabe '16
News Editor

New York State historian and Hamilton alumnus David M. Ellis '38 and his wife, Carolyn, have donated $1.6 billion to the College, a gift that will support an endowed chair in their name—the Ellis Distinguished Teaching Professorship.

Ellis graduated Phi Beta Kappa and received honors in history, philosophy and political science. After pursuing a master's and a Ph.D., he returned to the Hill in 1946 as an assistant professor of history. That same year, he also published his first book, *Landlords and Farmers in the Hudson-Mohawk Region, 1790-1850*, for which he earned the American Historical Association's Dunning Prize.

Ellis has been called an expert on the New York's history by a host of scholars. His academic work includes 10 books which he authored or co-authored, including *New York: The Empire State,* which became a standard grade-school text, and *A History of New York State*, in addition to dozens of articles, papers and book reviews.

Ellis' expertise on New York state history earned him various professional appointments during his career; he was president of the New York State American Studies Association and membership on the executive council of the American Studies Association. He was also a fellow and trustee of the New York State Historical Association and served as the president of the Oneida County Historical Society from 1980 to 1990.

The Alumni Association presented Ellis with its Bell Ringer Award in 1987 to recognize his dedication to the College; three years later, Hamilton awarded him an honorary degree for his exceptional teaching and scholarship.

The Ellis Distinguished Teaching Professorship will be awarded on a rotating basis to a faculty member who has achieved distinction through scholarship and teaching. Candidates are selected based upon their demonstration of an outstanding commitment to the professional development of fellow faculty members and to the intellectual development of students.

Dean of Faculty Patrick Reynolds recently named Professor of Comparative Literature Peter Rabinowitz as the first recipient of the Carolyn C. and David M. Ellis '38 Distinguished Teaching Professorship.

Dean Reynolds said in a press release from Hamilton C&D that the inaugural recipient has "a long career of excellence in teaching and scholarship, during which he has displayed an enduring commitment to and engagement in faculty governance, the mentorship of early career faculty members and the intellectual development of students."

Prior to teaching at the College, Rabinowitz received a Ph.D. from the University of Chicago. He then taught at Kirkland College from 1974 until it merged with Hamilton College in 1978.

Currently, Rabinowitz is co-editor of the Ohio State University Press Series on Theory and Interpretation of Narrative. He is the author of *Before Reading: Narrative Conventions and The Politics of Interpretation* and the co-author of *Authorizing Readers: Resistance and Respect in the Teaching of Literature and of Narrative Theory: Core Concepts and Critical Debates*. That latter was notably among ten books selected by *Choice* as an "Outstanding Academic Title" for 2012. Various essays written by Rabinowitz have appeared in academic journals, notably *PMLA*, *Critical Inquiry*, *Black Music Research Journal* and *19th-Century Music*. He additionally writes in non-academic music publications and is a contributing editor of *Fanfare* and a regular contributor to the *International Record Review*.

Campus Safety Incident Report

In an effort to increase Campus Safety's transparency and draw attention to students' dangerous and destructive behaviors, *The Spectator* will publish a selection of the previous weekend's incidents each Thursday. The entire report is available in the online edition of *The Spectator.* Both Campus Safety and *The Spectator* will use their discretion regarding what is published.

Friday November 1, 2013

12:12 a.m. Marijuana Complaint – Milbank Hall

12:36 a.m. Disorderly Conduct – Howard Diner

5:56 a.m. Suspicious Incident – Mail Center

3:04 p.m. Suspicious Incident – Off Campus

10:11 p.m. Marijuana Complaint – Milbank Hall

10:38 p.m. Medical Emergency – Sadove Student Center

11:50 p.m. Marijuana Complaint – Sadove Student Center (Exterior)

Saturday November 2, 2013

1:04 a.m. Noise Complaint – Minor Hall

2:19 a.m. Hazardous Condition – Main Quad

5:44 a.m. Criminal Mischief – Skenandoa House

11:02 a.m. Smoke Detector Activation – Babbitt Hall

7:03 p.m. Medical Emergency – Campus Safety Office

8:16 p.m. Motor Vehicle Accident – North Road

10:47 p.m. Marijuana Complaint – South Hall

11:14 p.m. Criminal Mischief – Birnie Bus Jitney

11:22 p.m. Medical Emergency – Milbank Hall

11:56 p.m. Noise Complaint – Minor Hall

Colton lecture sets standard for critiquing political leaders

by Hristina Mangelova '16
News Contributor

Timothy J. Colton, a Morris and Anna Feldberg professor of Government and Russian Studies and the chair of the Department of Government at Harvard University, spoke to community members in the Barn on Monday, November 4 in a lecture titled, "Political Leadership after Communism." The lecture, which was sponsored by the Levitt Center Speaker Series, focused on leadership in post-Soviet countries.

Colton's scholarly experience has earned him a position with the American Council of Learned Societies and as vice-chairman of the National Council for East European, Russian and Eurasian Research. Currently, he also sits on the editorial board of two academic journals.

Colton's book, *Yeltsin: A Life*, has revealed high praise amongst scholars, including Hamilton's associate professor of Government Sharon W. Rivera, who recommended it to the audience. The work of nonfiction focuses on the political tactics of Boris Yeltsin, the first president of the Russian Federation ,who served from 1991-1999. Specifically, the book identifies the obstacles Yeltsin faced when he began leading a post-communist state and discusses how his political strategies helped shape the Federation into the Russia of today.

Colton began his talk by establishing the importance of leadership in post-communist states, and then went on to talk about the "analytical pitfalls with the study of political leadership." Some of the points he stressed were the complexity of the Burns Paradox (also known as "leader-followers nexus"), the importance of distinguishing opportunity and initiative and the fact that "leaders share the stage with numerous other players and forces."

Eventually, Colton returned to his first point—the importance of leadership in post-communist states. Being a leader in a post-communist state, he said, is more difficult and challenging than being a leader in an already established state; the same way reforming communism in Russia, for example, is nothing like reforming the health system in the United States. One of the reasons for this, according to Colton, is that in post-communist states there are weak civil societies, which may seem advantageous for leaders but in practice make it hard for them to "relate to [the] mass constituents."

Colton also pointed out that presidentialism is a very popular form of government amongst counties with a communist past because, to some extend, it "enforces the communism from the past." However, he noted that the majority of post-communist leaders do not have "democratization" amongst their priorities. Instead, they are more interested in bringing about political and social stability and economical growth.

When Colton was asked if he could see Russia becoming a democratic state by Western definitions, he explained that Russia has come a long way—nowadays people can go out in the streets and express their disapproval of the government. While Putin is Russia's leader, he argued, Western influence and democratization will not be sought after.

Canadian-born Colton admitted that this was his first time in upstate New York, and he expressed his desire to come back to Hamilton for another event. Hopefully, the members of the Hamilton community will have more opportunities to hear from this Harvard professor.

AMHERST BATES BOWDOIN COLBY CONNECTICUT COLLEGE

NESCAC NEWS

by Brian Sobotko '16
News Writer

Trinity and MasterCard bring African students to campus

Thanks to a partnership between Trinity College and the MasterCard Foundation, academically gifted and community-oriented international students are receiving a U.S. education at Trinity.

This year, Trinity and the MasterCard Foundation began the program by bringing three African students to Trinity on full scholarships. The MasterCard Foundation, which funds the endeavor, is contributing $715,000 over seven years to tuition, travel, visas and supplies. Trinity co-funds the remainder of the expenses while providing support to the students.

This initiative comes after years of collaboration between Trinity and the African Leadership Academy, a pan-African secondary institution. This fall, Trinity welcomed its second class of MasterCard Foundation Scholars, three first-years who join a sophomore and a junior named last year.

"More than scholarships, this is about developing next-generation leaders who will return to Africa and make a difference in their communities," said Deepali Khanna, director of youth learning at the MasterCard Foundation.

Trinity has been very pleased with the impact the MasterCard Scholars have had on campus.

"This program from the MasterCard Foundation increases our ability to reach out to international students, enhances the classroom experience, and makes Trinity a better place," Mandi Haines, associate director of admissions at Trinity said in a statement to the college.

Tufts Engineer gets $1.5 million grant

Assistant Professor at the Tufts University School of Engineering Tom Vandervelde has received a Major Research Instrumentation grant from the National Science Foundation. Vandervelde will use the grant to build a multi-chamber molecular beam epitaxy (MBE) system that will enable new labwork for academic and industrial uses.

"By providing an inexpensive option for researchers looking to create unique, one-off devices, this facility can fill a critical void in the semiconductor field," says Vandervelde.

The MBE system will anchor the new Epitaxial Core Laboratory that Vandervelde will direct.

Vandervelde works with advanced semiconductors, which work to create all types of modern electronics including cell phones, night vision systems and Wi-Fi.

MIDDLEBURY TRINITY TUFTS WESLEYAN WILLIAMS

Student Assembly

Update

by Kaitlin McCabe '16
News Editor

HEAG stands against purchasing plastic single-use water bottles

Hamilton's Environmental Action Group (HEAG) gave a presentation on the Take Back the Tap (TBTT) Campaign, which is based on a national campaign let by the Food and Water Watch to eliminate the production and distribution of plastic single-use water bottles. HEAG petitioned SA to assist their efforts and to consider banning bottled water on campus in the future. Through the presention, HEAG asked SA to not fund the purchasing of plastic single-use water bottles. Such action, the organizaiton argued, would improve sustainability and also save money. Bon Appétit, Physical Plant and President Stewart have vocalized their support of HEAG's TBTT Campaign.

We want YOU

...to write for *The Spectator*!

Email spec@hamilton.edu to find out how.

Does Hamilton's hookup culture need improvement?

On Tuesday, professor and author Donna Freitas gave a well-attended and provocative lecture titled, "The End of Sex: Putting the Meaning Back into Sex for the Hookup Generation" (see cover story). Freitas's basic premise, per the title of her new book, is that hookup culture is leaving a generation unhappy, sexually unfulfilled and confused about intimacy. Based on the results from research she conducted through surveys and interviews, Freitas argues that students privately desire more traditional dating and romance, but feel as though those ideas are taboo on college campuses where brief, emotionless flings are the norm.

It is undeniable that at Hamilton hooking up plays a prominent role in campus weekend culture. It is also likely that Professor Freitas's conclusions hold true for our student body. The key question, in turn, is: Should the students and/or the administration do anything to change the hookup culture's status quo?

With all due respect to the administration, hookup culture is an area that they should not (and realistically cannot) try to control. Any major efforts to change behavior would be intrusive, ineffective and, almost certainly, unwelcome. The best the administration could do is provide research like Freitas's to first-years during New Student Orientation, so they know that students' private feelings about hooking up often contrast with their public behavior.

Any real initiative to address the detrimental effects of hookup culture must come from the students. Students from the sociology department often conduct research on student feelings about sex and spontaneous hookups. We encourage these researchers to publicize what they learn and hold informal discussions on the issue. At the very least, the Hamilton community should talk about this important matter before the shots are thrown back and the deed is done.

Laudable events like speed dating and formal dances have led to some success, but are often too awkward and self-selective in audience. In reality, while student organizations can certainly do more to help facilitate settings for those who desire more traditional courtship, the budding "Romeos" will have to take the bold step of asking their "Juliet" out on a date themselves (or vice versa).

Of course, Hamilton students will hook up and engage in one-night-stands as long as the school stands. Alcohol, hormones and lenient views about sex are not in short supply on the Hill--and nor should they be. The best way to alleviate the worst aspects of hookup culture is to make sure students, particularly first-years, know that they have choices for their sexual lives. Moreover, committed couples, conscientious abstainers, libertine students and all those in between should feel as though their personal choices are respected. Hamilton's hookup culture becomes truly detrimental only if it gets to the point that disempowering behavior is encouraged and rewarded. We should do everything in our power to avoid that scenario.

The Spectator **editorial represents the opinions of the majority of the editorial board. It is not necessarily unanimously agreed upon.**

twitter

Follow us
@HCSpectator

Visit *The Spectator* online:

students.hamilton.edu/spectator

facebook.com/hcspectator

The Spectator **is a publication of the Hamilton College Media Board. A volunteer staff of students handles all aspects of the weekly publication. The purpose of the newspaper is to provide the Hamilton Community with an honest, fair, timely and high-quality publication.**

Please Recycle Your Copy of *The Spectator*

Celebrating our 164th year in print. First published as The Radiator *in 1848.*

THE SPECTATOR

Editor-in-Chief
Bonnie Wertheim

Managing Editor
Emma Laperruque

Creative Director
Caitlin O'Connor

Editorial Editor
Anderson Tuggle

News Editors
Kaitlin McCabe
Julia Grace Brimelow

Production Editors
Emily Moore
Leigh Gialanella

Opinion Editors
Patrick English
Courtney Kaplar

Arts & Entertainment Editors
Lucas Phillips
Max Newman

Features Editors
Jill Chipman
Rachel Beamish

Sports Editors
Ben Fields
Sirianna Santacrose

Social Media Editor
Meghan Doherty

Advertising Manager
Trevor Howe

Web Editor
Zach Batson

Senior Editors
Sarah Destin
Katie Hee
Charlotte Hough
Nayantara Joshi

Photography Editors
Hannah Lifset
Elizabeth Comatos

Copy Editors:

Amelia Heller, Zachary Hardmeyer, Mali Barker, Ashton Lowenstein, Allison Eckert, Lily Marks, Andrew Gibeley, Julie Lin, Gina Vargas, Rebecca Gaines, Samantha Fairman

Letters to the Editor Policy

The Spectator's Letter to the Editor section is designed to be a forum for the entire Hamilton community to discuss and debate campus, local, national and global issues. Pieces published in the section express the opinion of the individual writers and are not necessarily the opinions of *The Spectator*, its editors or the Media Board.

Letters to the Editor are welcome from all students, alumni/ae, faculty, friends of the college and Hamilton community members.

The Spectator has the following policies for submission:

1. Submissions are due by 10:00 p.m. on the Monday before publication. The editors reserve the right to refuse any late submissions.
2. Letters should be no longer than 500 words. The editors reserve the right to cut off letters at 500 words.
3. Letters submitted anonymously will not be printed.
4. The Spectator reserves the right not to publish any letter it deems inappropriate for publication.
5. If a piece is determined to be libelous, an unwarranted invasion of privacy, or an unnecessary and/or unwarranted ad hominem or personal attack, it will not be published.

About Us

The Hamilton College Spectator, *publication number USPS 612-840, is published weekly by the Hamilton College Student Media Board while classes are in session. Subscriptions are $60 per year. For more information about subscriptions e-mail spec@hamilton.edu. Our offices are located on the second floor of the Sadove Student Center. The deadline for advertisements is Monday the week of publication. For further information, please e-mail specads@hamilton.edu.*

Freitas fails to address true college student concerns

by Zach Pilson '16
Opinion Contributor

When I saw the poster advertising Donna Freitas and her talk entitled "Putting the Meaning Back into Sex for the Hookup Generation," my initial reaction was annoyance that another older white academic was going to talk down to students about the sexual culture on today's college campuses. I came to the talk expecting Professor Freitas to repeat the same rhetoric that I had become used to hearing from the older generation: that Millennials no longer have meaningful relationships, dating has become extinct, young people are losing their morals and it has never been as bad as it is today.

Stephen Colbert, in a July 2013 episode of *The Colbert Report*, calls out this simple hypocrisy by referencing a *New York Times* article titled "Sex on Campus: She Can Play That Game, Too." This article claims that young people are now having more anonymous sex at college than ever before. What Colbert points out is that *The New York Times* has in fact wrote about this same new trend on campus 13 times since 1904, including the years 1940, 1967, 1972, 1988 and 2008.

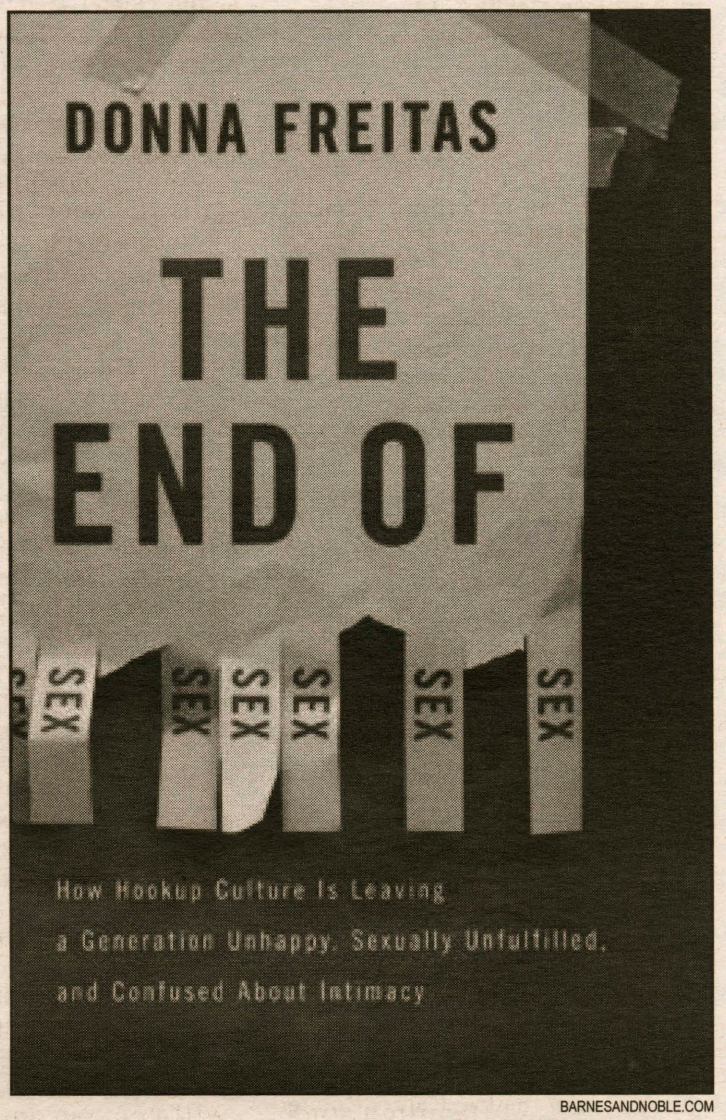
However, what truly disappointed me was not that Professor Freitas was preaching the same tired rhetoric of other white academic evangelicals, but that in a one hour talk that included a Q&A, she never once tackled the real questions surrounding college students and this so called "hookup culture." In the first 50 minutes of her lecture, she never brought up what she felt the problem was, what was causing the dissatisfaction of students' sexual experience or how individuals could bring meaning back into their sex life. Only very briefly did she start to tackle these essential questions that many students actually have about sex on campus, and her responses were often rather vague and overly simplistic.

She said that students need to ask themselves what meaningful sex is, and that the way to do that is to "take a step back from the culture." When I asked Professor Freitas what it means to "take a step back from the culture," her answer was about as general and unhelpful as her entire lecture. While she advocated that people try and pull themselves out of this "hookup culture," she herself admitted that it is nearly impossible to do so without physically removing oneself from the campus party atmosphere. Her entire talk consisted of anecdotes from some of the initial students she interviewed from 2008. Once in a while, she included a few numbers that showed that many students across the country are disappointed with sex on campus.

For all of the data Freitas has collected during her study, she never offers any empirical evidence that we are not experiencing a "hookup culture." According to a survey collection of over 20,000 students by Dr. Lisa Wade of Occidental College, less than 15 percent of all college students will hook up more than nine times in a four- year college career. In this survey, "hooking up" meant anything from kissing to sexual intercourse with someone that a student does not know or knows very little about. So for that 85 percent of students, hooking up occurs less than three times a year, not exactly what I would call a pervasive cultural norm. A University of Wisconsin-Eau Claire study found that 77 percent of college students think that their peers are having more sex than themselves and that this number increases when male students converse with other male students. Dr. Wade's study shows that while the frequency of oral sex has gone up over the past 20 years, the amount of females receiving oral sex has actually decreased over the same time period. Combine that with the facts that the rate of women having an orgasm during sex has gone down in that same time period and that women are less than half as likely to have an orgasm as men in a first time hookup, and you can see why women would be sexually disappointed in just hooking up.

These are the real problems today's youth face: men think they are not having as much sex as other men, and women are getting much less pleasure out of sex than they have had in the recent past. Dr. Wade offers some solutions to this situation, including suggesting that men realize that they are not abnormal for not hooking up every Friday night, because in reality very few really are. And for women, she advocates that getting pleasure out of sex comes from taking control of their own sexual experience, not just worrying about the man being satisfied and ensuring that they themselves are satisfied too.

Professor Freitas wants people to have meaningful sex again but failed to even have a meaningful discussion about sex. I no longer think she is harmful to the sexual culture of college campuses, but I feel now that she is an unneeded and useless distraction to students as they try to make sense of the culture on their campuses.


DONNA FREITAS
THE END OF
SEX
How Hookup Culture Is Leaving a Generation Unhappy, Sexually Unfulfilled, and Confused About Intimacy
BARNESANDNOBLE.COM

On Monday, Freitas spoke on how hookup culture is leaving our generation unhappy and confused.

Thumbs Up

Free online NYT access: A kind but unnecessary gesture since most students get their news from Thumbs Up Thumbs Down.

Shave for a Cause: I, too, only shave for a cause, however it usually revolves around who is going to see my legs rather than charity.

Library moved staplers in the MPC to the circulation desk: If we can't do keg stands we might as well give our legs some circulation and walk the extra five feet.

Thumbs Down

Anti-stress class cancelled: Because the person running it realized they had three essays and an exam and had only eaten Cheez-Its for the past two days.

Dodgeball email asks if you were picked last in middle school: No longer free to play dodgeball, too busy trying to suppress the memory of Duane pelting me in the head every gym class.

Jitney cancelled during Family Weekend: Parents who thought their kids were "all grown up" feel better as they clean vomit out of the back of their station wagons.

Who Cares?

Keytone Lights: Because after five groups perform in a cramped, hot Chapel, we're still dying to hear a beat-boxed version of "I'll Make a Man Out of You."

Student employment email says "Let's talk about jobs yo": Don't make the same mistake we did and say this to a potential employer.

Documentary called *How to Make Money Selling Drugs*: Along with an agreement to give a bottle of Mad Dog to every student who does well on an exam, this is exactly what Nancy Thompson needs.

by Wynn Van Dusen '15, Carrie Solomon '16 and Jessye McGarry '16

Disclaimer: The opinions expressed in this column are purely of a satirical nature, and are not representative of the views of *The Spectator* editorial board.

Letter to the Editor

Regarding, "Hamilton celebrates Ezra Pound's 128th Birthday," (Oct.31, 2013). Pound's place in the literary canon of the 20th century is undeniable and certainly worthy of consideration. His life is a different matter. The virulent anti-semitism of his wartime broadcasts from Italy, at a time when anti-semitism had turned genocidal, goes considerably beyond what the article notes as Pound's "controversial support of Benito Mussolini and fascism."

—Frank Anechiarico '71

Clinton Early Learning Center belongs on campus

by Kathleen Herlihy '14
and Kara Shannon '14
Opinion Contributors

We are the two student staff members of the Clinton Early Learning Center (CELC), and we would like to share our perspectives on the issue of moving the CELC off-campus. Our unique relationships with the Center as both Hamilton students and CELC employees affords us firsthand knowledge on why this issue is worthy of attention, and why it is so essential to all parties involved that the Center remains on campus. Hamilton's mission statement includes providing students with the "knowledge, skills and confidence to make their voices heard," which working at the Center has helped us to do. This is what we hope to express in this piece.

To provide some context for our strong interest in keeping the CELC on campus, we would like to explain how working at the Center has enhanced our Hamilton experience. Working at the Center has helped us to grow as people and has revealed a world to us that our academic experiences could not. It has inspired a mutual passion for the field of early-childhood education allowed us to utilize our Spanish skills, observe hands-on material from psychology classes, increase understanding of non-profit management and gain an ideal Career Related Experience (CRE).

Our time here has given us the confidence to pursue additional CREs relevant to childcare and special needs; it has even inspired our post-graduate plans. We feel strongly that we would not have pursued a position at the Center if it were off-campus because of the difficulty of accessibility. Therefore, we would not have afforded such a wonderful opportunity to grow academically and personally.

Students who choose to volunteer or work at the CELC reap a number of Center-specific benefits. Students enrolled in psychology courses get the chance to actively experience the material they are studying as volunteers. Other students who are employed there as literacy aides or teachers like ourselves obtain relevant CREs and on-campus employment.

However, for these benefits to be realized, particularly for employees, the Center must remain on campus. Even with transportation provided, leaving campus every weekday for work would be stressful and time-consuming. Employees without cars would be tied to a transportation timetable, and last-minute staffing substitutions would be impossible.

Working and volunteering on campus with the children of faculty members has led to the development of unique relationships with our professors that are impossible in any other campus setting. We interact with the faculty in a very informal environment. We discuss their families, not coursework, and hold conversations with them as peers with mutual interest in the welfare of their children. The interactions take place in an entirely different register than we use in the classroom, and this familiarity and friendship is mutually beneficial for both students and faculty.

The benefits of an on-campus Center are not just limited to students. The CELC's primary role is to service the families of the Hamilton community as a high quality, learning-oriented childcare facility. Staff members frequently tell us how much they appreciate the convenience and proximity of the Center's on campus location. With the Center on-campus, faculty and staff know that their children are in a safe and nearby environment, and they can get to them quickly in case of an emergency. Moreover, an on-campus childcare center is a serious selling point for any prospective faculty or staff member with a family.

Additionally, taking the Center off Hamilton's campus harms Hamilton's global and self-image. Hamilton prides itself on the variety of its attributes. We have centers dedicated to everything from the rights of minority groups to improving students' writeen and oral cmmunication skills. By relocating the CELC, we are reducing the diversity of assets Hamilton has to offer.

Hamilton is located in a relatively isolated area, and we are ever-conscious of our global image as a hub of culture and diversity. Removing the CELC is taking a step backwards in the journey to make Hamilton the most competitive school it can be. Eight of the 11 NESCAC schools currently have on-campus childcare facilities. How can we be globally competitive if we are not even competitive within the NESCAC?

Hamilton is the ideal community for the children at the CELC. The campus provides a secure environment for students to learn and play, and the children are growing up in a friendly, neighborhood atmosphere. Numerous safe walking paths such as those in the Glen and across campus make outdoor exploration and hands-on scientific exploration possible. On-campus events such as last spring's Japanese drumming performance, a cappella concerts and demonstrations from a variety of visiting performance groups expose the children to special cultural activities. By moving the Center off-campus, we trade away a wealth of qualities unique to this campus location for nothing more than expedience in the search for more dorm rooms.

So, what now? As mentioned in *The Spectator*'s article last Thursday, the Center is likely to relocate this summer. We urge you to join us in challenging this plan; visit the "Keep the Clinton Early Learning Center on Hamilton College's Campus" Facebook page; sign the change.org petition featured on the Facebook page; raise awareness on the issue by discussing it with friends and professors; contact our administrators; voice your opinions on the matter via social media and campus publications. And of course, continue to enjoy the presence of the children on campus.

HEAG'S Corner: Hydration Station

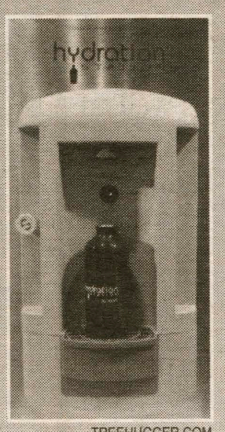
by Sharif Shrestha '17
HEAG Member

With packaged water so easily and conveniently available in vending machines with the swipe of a HillCard, a typical Hamilton college student, running on a currency of time, would most likely prefer the bottled water over filling up containers from the never ending water fountain. But as our college and the world at large are moving towards the path of sustainability, it is high time to bring down the frequent use of bottled water. In this regard, nowadays many colleges have been automating water fountains, making the painstaking task of filling water bottles easier through something called hydration stations.

Hydration stations are basically a replacement to the old-school water fountains. These devices can detect a bottle and deliver filtered water automatically at a much faster rate. As simple as it sounds, it makes filling bottles very convenient and fast. Also, manufacturers have been claiming that "every bottle refilled saves the equivalent of a quarter bottle of crude oil that would have been used in the manufacture and shipping of bottled water." Hydration stations could potentially be the next water fountain.

Furthermore, reports suggest over 150 colleges and universities already chaned to hydration stations. Just a week ago, Brandeis University, after installing its first ever hydration station, became a contender in the race to sustainability amongst other schools.

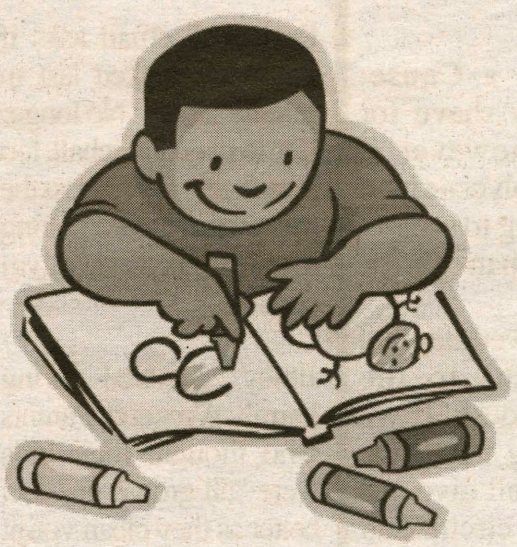
As far as Hamilton is concerned, we of HEAG think there is no reason of not making hydration stations a regular sight on campus. With technology catching up in almost every aspect of our lives, automating water fountains might as well be considered a possibility on campus. Just a few weeks ago, HEAG held a blind water tasting outside the Diner during the "Take Back the Tap" event comparing water from various bottled companies to our beloved tap water. The event was held to encourage the use of tap water over the consumption of bottled water. Even though the majority preferred the tap water in the blind tasting, the use of bottled water apparently has not seen to decrease on campus. Installing hydration stations will be our first step towards "taking back the tap" and perhaps completely eradicating the prevalence of bottled water on campus.



TREEHUGGER.COM

We think installing hydration stations can not only increase sustainablity at Hamilton but also make the life of every student with a Nalgene a whole lot easier.

Think you're funny?
Love to draw?
You could become a cartoonist for *The Spectator*!



Email spec@hamilton.edu for more information.

Democrats win spirited health care debate

by Patrick English '15
Opinion Editor

With strong facts and oratory prowess, the College Republicans and College Democrats squared off in a heated debate on Saturday, covering one of the top issues facing our country. The topic was "Resolved: The Affordable Care Act is good for America." Not surprisingly, the Democrats supported the resolution, while the Republicans opposed it.

The Democrats won the coin toss, and opened the debate, with Jake London '14 praising the Affordable Care Act for correcting a flawed health care system and largely paying for itself over the next ten years. Emily Moore '15 responded for the Republicans, arguing that the measure was impractical, ineffective and irresponsible. She cited the rollout of the website and the fact that the act did not receive any support from Republicans in the House of Representatives or Senate.

Next, Matt Creeden '16 led the rebuttal for the Democrats, explaining that the bill did in fact receive bipartisan support in the past. It came from similar Republican ideas in Massachusetts and under the Clinton administration. Brady Sprague '15 responded for the Republicans, fearlessly and quickly rebutting every point the Democrats had made thus far. He stated that that the Supreme Court reviewed the bill as a tax, a way in which it would never have passed Congress. He continued to hammer home the Republican theme that these first few weeks painted a picture of the ineffectiveness of the bill.

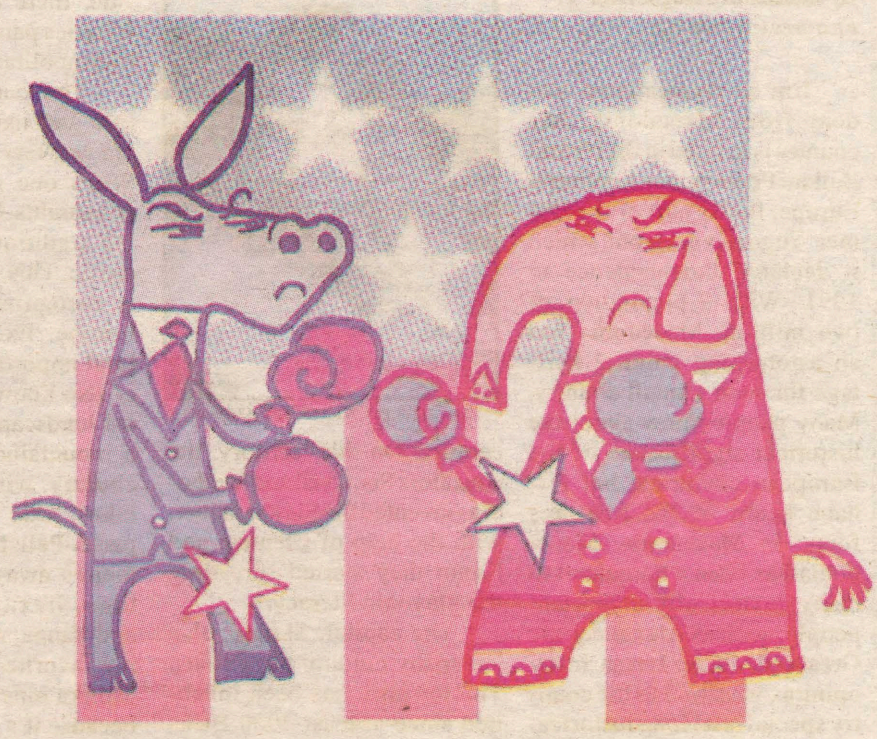
Anderson Tuggle '14 closed for the Democrats, asking the audience to look at the big picture of this bill. He explained that it was a bipartisan step away from denying Americans coverage, and once it was fully up and running, it would do great things for this country. Sarah Larson '15 closed for the Republicans, summing up their points that the Affordable Care Act was unrealistic and inadequate, given its stumbling blocks over the last few weeks.

After the first half of the debate, the moderator opened the floor for questions from the audience. The audience realized that there was no Republican altervative plan and one audience member suggested that the debate was really a question of social justice. It comes down to whether or not health care is a right, and that is what splits the two sides.

In terms of a winner, this debate was rather tough to call. Both sides brought their A-game, with quality points and stellar execution. However, I agreed with junior Jack Boyle's sentiment that the "Republicans were better speakers, but the Democrats had better points." Therefore, despite my disagreement with their side on the issue, I would have to give the edge to the Democrats. The lack of a viable alternative on the Republican side was ultimately their downfall.

The spirit of this debate was at a standard we have not seen in the past. In previous debates between these clubs, the winners were clearer, with one side often knowing their facts much better than the other. One can only hope that this kind of debate, in which the oponents are well prepared to argue, continues in the future.

I also hope that we can look to so-called "smaller" issues that are not on the forefront of the political stage. If we turn away from some of the bigger issues like health care or last year's debate over the 2012 election, we will better educate the Hamilton community on topics such as quantitative easing or the debt crisis. While these are big issues on the national stage, the larger community does not always understand them. This debate certainly opened my eyes to a number of facets of the Affordable Care Act; hopefully future on campus debates will do the same.



THEMUDFLATS.NET

Registration frustration? We have some recommendations for you

by The *Spectator* Staff

SOC 301W: Sociological Theory
Or, anything with Dan Chambliss. Dan cares as much about his students as he does about his subject. He also focuses as much on imparting useful life skills as he does on teaching academic theories. In other words, no matter what you take with him, you're almost definitely going to enjoy it. Even though I took Soc Theory for as a requirement for my (then) minor and wasn't, at first, psyched about the idea of reading a bunch of theoretical texts from a bunch of dead academics, I was again (and again) intrigued by the readings, by our discussions of them, and by the challenge to write response essays: sans prompt. (One of my essays compared Mumford & Sons and Coldplay concerts. And that was okay.) The never-ending stock of classic Chambliss stories doesn't hurt either, especially if the class is early in the morning.
—Emma Laperruque '14, Managing Editor

MATH 224: Linear Algebra
Regardless of whether or not you liked Calculus, Linear Algebra is a math class that everyone at Hamilton should take. The class is writing intensive and is based around forming mathematical proofs. I really enjoyed it because it allowed me to learn a new way of writing while also taking a math class. I should also mention that everyone in the math department is amazing (Professor Bedient in particular)!
—Jill Chipman '14, Features Editor

HIST 242: The Old South
The lecturing styles of Professor Paquette and Professor Ambrose will dramatically change the way you learn. They are so passionate about what may seem like the most trivial subjects, and bring that passion to every class session. Ambrose will spend the entire class running around the room and climbing on desks, and acting out his subject; his teaching style gives you a rush that you will never forget.
—Patrick English '15, Opinion Editor

SOC 240: Self in Society
The class will change your perspective on the most routine levels, from the ways you interact with others to your own self perception.
—Max Newman '15, Arts & Entertainment Editor

ENCRW 215: Introductory Poetry and Fiction Workshop
Though I'd taken two fiction writing courses in high school and countless English courses at Hamilton, something about the idea of college-level creative writing workshop intimidated me. In high school, I had felt harshly judged when presenting my stories. Perhaps that had, in part, to do with the fact that my classmates were still quite immature. But I'm convinced it has a lot to do with who teaches you how to workshop. Jane Springer explained on day one that our workshop was not a forum for airing our feelings about people but rather a space where we could share our feelings about their writing—thus easing my anxieties about sharing my work and also making me more sensitive to the anxieties of my peers. With Jane's guidance, our class became a very safe space in which many of my classmates shared daring, sensitive and often deeply personal work.
—Bonnie Wertheim '14, Editor-in-Chief

PHIL 240: Symbolic Logic
For one, Professor Marcus is both an excellent teacher and a kind man. Besides that, though, a basic knowledge of symbolic logic and formal reasoning is useful for students across all fields. Although I am a history major, I found the class as interesting as it was challenging.
—Anderston Tuggle '14, Editorial Editor

HIST 221/222: Early/Modern Russian History
What a fantastic series of courses! Keller is a great lecturer and really teachers you how to write History. You engage a diverse set of sources in her class: historical journal articles, primary sources, literature—allowing you to really get a sense of the environment she is addressing. Even better, I can now make obscure Russian references.
—Julia Grace Brimelow '14, News Editor

THETR 101: Introduction to Theatre
It's a really fun class that allows you to learn about acting and grow as a performer. Your reading materials are plays and your projects are monologues and scenes. A great class for people who like to be on their feet and in the spotlight!
—Meghan Doherty '14, Social Media Editor

From Where I Sit:
Hamilton's International Perspectives

By Aleksandra Bogoevska '17
Features Contributor

COURTESY OF ALEKSANDRA BOGOEVSKA '17

I'm an international student from Macedonia. My country is located in the central Balkan Peninsula in Southeast Europe. It was part of the former Yugoslavia, from which it declared independence in 1991. With a population of two million, Macedonia has an astonishing cultural heritage for such a small country. Many people know about the historical significance of the European countries, but few have heard of the treasures found in Macedonia. Macedonia has been a homeland to many historically important people, such as Alexander the Great and Mother Teresa. In my opinion, what makes the country special is its long historical and cultural significance; thus it's known as the "land of nature, cradle of culture."

When you mention cultural tourism to Macedonians, we immediately think of the town Ohrid. It is the most important tourist location in the country, not only because of its natural beauty but also its cultural importance. That is why the Lake of Ohrid and the town are under UNESCO's protection.

There is a legend that says that there are 365 churches in Ohrid, which means one can go to a different church every day of the year. Characterized by unique frescoes and icons, churches and other monuments built between the 11th and 12th centuries are famous throughout the world. Several churches, like St. Pantelejmon-Plaosnik, existed from the times of the educator Saint Clement, who lived in the 9th century. On this territory, the educators Sts. Cyril and Methodius invented the Slav alphabet; with the help of Clement and Naum they started spreading the Slavonic literacy.

The capital, Skopje, also has many cultural attractions. The territory has been inhabited since at least 4000 BCE; remains of Neolithic period have been found within the Kale Fortress. The city once known as "Scupi" was under the occupation of many different rulers: it was under Byzantine rule, then under the Bulgarians, then the Serbs, and conquered by the Ottoman Turks in 1392, under which it stayed for over 500 years. The 20th century was marked by the two World Wars that occurred in this territory. After the Second World War, the city started recovering; unfortunately, an earthquake occurred in 1963 and did extreme damage. Today, Skopje is a modern capital city in Europe, and its history makes it unique. Many historical structures have remained, thus contributing to its cultural and historical importance.

One of my favorite destinations near Skopje is the Canyon Matka. In its wonderful scenery, around the lake and mountains, a number of medieval monasteries are situated. The most famous monastery is St. Andrew's Monastery, which was built in 1389. Inside, there are breathtaking frescoes painted by Jovan the Metropolitan.

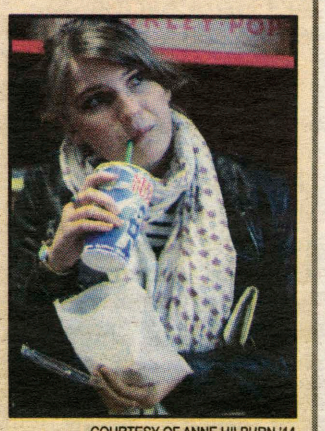
The contemporary culture and nature in Macedonia are very significant, too. When one goes to national restaurants, he or she can hear the traditional Macedonian music. This is folk music and is recognizable throughout Europe. Except for its cultural importance, my country is also known for its beautiful landscape. Macedonia is a mountainous, land-locked country with three natural lakes. One of the national parks-Pelister is five kilometers away from my birth town. Its richness with flora and fauna makes it one of my favorite places. The rare Molika pine makes it unique because it's 200 years old.

The Macedonian culture today is a result of many different cultures that existed there. I was always astonished with the fact that my country retains a heritage from many different vanished civilizations, combining the modern with the historical. It is a place with a rich culture which attracts many tourists. I would be very happy if these few words have intrigued your interest to visit my country, Macedonia.

"From Where I Sit" ***is a column dedicated to the international voices of Hamilton's campus. If you are an international student and are interested in contributing a column, contact Barbara Britt-Hysell (bbritthy@hamilton.edu).***

Ask Anne
The Spectator's Advice Column

by Anne Hilburn '14
Features Contributor


COURTESY OF ANNE HILBURN '14

Dear Anne: **My roommate keeps having her boyfriend sleep over in our double without asking me first, and it's been going on for so long that I think she assumes I'm OK with it. Is it too late to say something? —Sexiled**

Dear Sexiled: First of all, it is never too late to say something. You share that space; it is as much yours as it is hers. Start off the conversation by saying that you totally get why they sleep in your room—boys are dirty, and your room is probably a lot nicer than his. However, it makes you really uncomfortable when you come home, assuming it's okay for you to work/hang out/sleep there only to walk in on them getting busy. Tell her that she needs to give you a heads up when he's in the room. Not that you'd "appreciate it" or "it would be great if"—really assert yourself. You'll have addressed the issue in a way that shows that you're sympathetic to her situation while reminding her that your bed is also in that room and you occasionally intend to sleep in it.

Dear Anne: **I'm a freshman from Colorado and I miss my parents and home a ton—especially since a bunch of my friends from the northeast just got to go home for Fall Break. How can I tell my parents how I feel without making them worried? —Homesick**

Dear Homesick: Being homesick is different from being unhappy with your choice of college. Your parents would be worried by the news of your homesickness if it was because of school itself, not your distance from home. I'm sure that your parents miss you and assume that you miss home too because it is most likely your first time being so far from home for so long. You will not be divulging some deep secret by admitting that you are feeling homesick. Call them and ask how things are at home—they can fill you in on events at your high school and in the neighborhood to make you feel more connected. Maybe they'll even send you a care package to cheer you up. It's a little scary at first to be on your own, but it is liberating more than anything. So call your parents, and then enjoy your freedom.

Dear Anne: **I'm uncomfortable with something my professor said in class. How do I tell her that I disagree? —Quiet & Conflicted**

Dear Quiet: This is a tough situation because it can be intimidating to discuss something with a professor that might be a little emotional or personal for you. First, I'd recommend setting up a meeting with your professor during her office hours. Introduce the subject politely by asking her to elaborate on the point she made during class. This will make the conversation less tense and more of an intellectual discussion. Then you should describe your point of view, and finish by telling her how you felt during that moment in class. She may or may not apologize, but you will definitely earn your professor's respect for having the confidence share your opinion in a more personal setting without getting riled up.

If you have a question you would like Anne to answer, you can submit it anonymously at https://my.hamilton.edu/survey-manager/survey?id=1921.

Preserving the lives of Hamilton alumni

by Rachel Beamish '16
Features Editor

With more than 200 years behind it, it's unsurprising that Hamilton has such a lively history—one that the College works hard to preserve. Frank Lorenz, the editor emeritus of the *Hamilton Alumni Review*, has worked at Hamilton for 41 years and has spent much of his time here gathering up pieces of Hamilton's history.

When Lorenz first arrived at Hamilton, Kirkland College was still in existence and Hamilton was an all-male institution. He can vividly recall the fall of 1978 when the first Hamilton women arrived on campus—a "refreshing" change. Lorenz began his Hamilton career in Burke Library when it first opened in 1972 and was in charge of reference, "which meant not only answering reference questions but [also overseeing] the archives and rare books and special collections." As head of reference, he would often receive inquiries from the descendants of alumni about their lives at Hamilton and beyond.

Lorenz explained that "in the course of responding to these inquiries, I became very well-acquainted with Hamilton's history and also its alumni." While going through the literature in the archives, he came across the work of Edward North, a Classics professor known as "Old Greek" who taught at Hamilton during the 19th century. North, a Hamilton alumnus, spent a great deal of time collecting the documents of Hamilton and putting together its history. According to Lorenz, it is "thanks to 'Old Greek' North [that] we have so much of our record, our historical past today."

North also wrote fairly lengthy obituaries published in the Necrology section of Hamilton's literary magazine in the 19th century.This tradition was carried on by another professor of Classics in the 1930s, Edward Fitch or "Little Greek," and after that by Wally Johnson, the secretary of the College, through the 1960s. Lorenz picked up this tradition in 1981 and has been writing what he refers to as "memorial biographies" for 32 years.

HAMILTON.EDU

Lorenz prefers to use the term memorial biography rather than obituary because "the intent is not to publish the obituary as a news item as you would in the paper; it's intended to be a record of a person's life." He uses all of the salient details he can gather from the College's records and what has been published elsewhere—anything that provides biographical information.

Over the course of the past 32 years, Lorenz has written, by his estimation, over 4,000 memorial biographies. The ones that stick with him the most are those of the people he's known personally, through his time here at Hamilton or various alumni events. As he said, some people are "a little more colorful than others." The completed memorial biographies are printed in the *Alumni Review*, but they are also filed away and kept as records in the Office of Communications and Development, where Lorenz has worked part-time since his retirement in 2002. For Lorenz, this is particularly important because "decades from now, maybe even a century from now, assuming Hamilton's still here, we will have inquiries from descendants or maybe scholars who are interested in a particular alumnus or alumna." These memorial biographies can serve as a useful source of information.

Lorenz is passionate about gathering and preserving the history of Hamilton and its alumni. Regarding his memorial biographies and the role they play he said, "I consider them to be a part of a permanent record that can be drawn upon in years to come." That record will continue to grow and serve as a resource to members of the Hamilton Community and the alumni who have been lucky enough to call the Hill their home.

Bachelor and Bachelorette

James Bryan '16

COURTESY OF JAMES BRYAN '16

Hometown: *Upper Saddle River, NJ.*
Home on Campus: *Milbank 31.*
Major: *Economics/ Government.*
Turn On? *Courtesy Laughs.*
Turn Off? *Being a Rangers fan... I'm dead serious.*
If you were a dorm which would you be and why? *Milbank because it can always be relied on for a party.*
Lights on or lights off? *Doesn't everyone study with the lights on?*
If you had to describe yourself as the love child of any two musicians, whom would you pick and why? *Chad Kroeger and Ke$ha because I can't sing.*
What advertising slogan best describes your life? *Easy, Breezy, Beautiful.*
What TV genre best describes you? *Reality... I'm from New Jersey.*
What's the best pick-up line you've ever used/had used on you? *"Do you like your drinks with a double shot?" and "What if the party is in my room?" (after saying I was going to a party).*
What's your type? *I think I'm A-Positive.*
What are three things you cannot live without? *Life, Liberty, and* The Pursuit of Happiness *(the Will Smith movie).*
If you were any social space, what would it be? *Wherever Bubu is at.*
Where do you go when you want to be alone? *Toward a group of girls.*
If you could join one group on campus, what would it be? *Kite flying society.*
What's your spirit animal and why? *I'm a bear... I took a quiz online.*
If you could break one rule at Hamilton and get away with it, which would you choose? *The IM football Performance Enhancing Drug policy.*
What would you give a thumbs up? *Bowling Club.*
What would you give a thumbs down? *Getting compared to the Bachelorette.*
Who would you say is your campus crush? *Julie Curtis.*
Who would you say is your faculty crush? *Marge.*
What would your perfect date be? *Spend the day on a cruise followed by a nice dinner on the beach during the sunset followed by a romantic movie with a bottle of wine... All on my date.*
What is the weirdest thing currently in your room? *Brooks Rozelle.*
If you could remake the points system, what would be the number one offense? *Layteness.*
If you were a food, which would you be and why? *Fondue, cause I couldn't think of anything that wasn't cheesy.*

Allie Penta '16

COURTESY OF ALLIE PENTA '16

Hometown: *Belmont, MA.*
Home on Campus: *Bundy Fundy (shout out to Matt Hrvatin).*
Major: *Math/Premed.*
Turn On? *A guy who is close with his family.*
Turn Off? *Cigarettes/Drugs.*
Lights on or lights off? *Depends on the time of day.*
If you had to describe yourself as the love child of any two musicians, whom would you pick and why? *Adam Levine and Carrie Underwood because they'd be a super attractive power couple!*
What advertising slogan best describes your life? *Because I'm worth it (L'Oreal).*
What TV genre best describes you? *Food television!*
What's the best pick-up line you've ever used/had used on you? *Not really a pick up line, but sticking my tongue out at someone at a party...it was surprisingly effective!*
What's your type? *Tall, athletic, nice, can laugh at himself.*
What are three things you cannot live without? *Steak, a comfy sweatshirt, contacts... I'd be blind.*
If you were any social space, what would it be? *The Eells back porch.*
Where do you go when you want to be alone? *One of the corner rooms in the Science Center.*
If you could join one group on campus, what would it be? *If I wasn't completely tone deaf, then one of the a cappella groups.*
What's your spirit animal and why? *My soccer team last year told me mine was a tapir... I don't really know why though...*
If you could break one rule at Hamilton and get away with it, which would you choose? *Parking in faculty parking lots when there are a bunch of spaces open.*
What would you give a thumbs up? *Pumpkin flavored anything!*
What would you give a thumbs down? *Opus II being closed on Thursday nights.*
Who would you say is your campus crush? *Any guy on crutches.*
Who would you say is your faculty crush? *Campo officers... they drove me around when I was on crutches for way too long last year... thanks!!*
What would your perfect date be? *A night out with Tim Riggins.*
What is the weirdest thing currently in your room? *A bosu ball.*
If you could remake the points system, what would be the number one offense? *Sending more than one email about juggling club and/or chair massages a week.*
If you were a food, which would you be and why? *Pop Rocks because they can't stop moving!*

2011 Polar Music prize winners Kronos Quartet to showcase reimagined contemporay classical

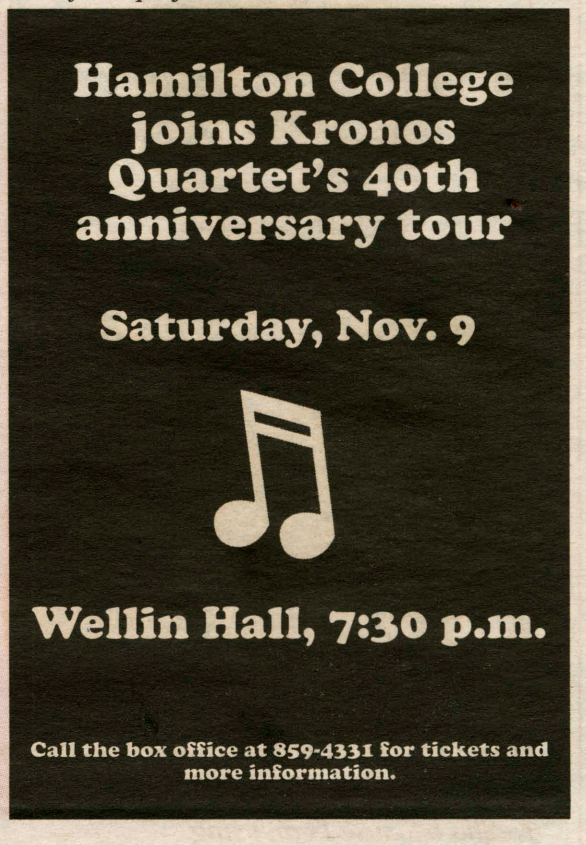
by Charlotte Hough '14
Senior Editor

What is great music, and does it even exist yet? These are questions that pull at David Harrington, violinist and founder of the Kronos Quartet.

This Saturday, Hamilton students, faculty and community members will have the chance to see the Kronos perform in Wellin Hall. The San Francisco-based quartet has been a champion of the new music scene for 40 years now, collaborating with contemporary composers and musicians from all over the world.

Kronos will present a unique program —("We don't repeat programs," says Harrington)—featuring works by Bryce Dessner, more popularly known as the guitarist for the indie rock band The National; Canadian composer Nicole Lizée; Philip Glass; the English mastermind behind the *Requiem for a Dream* soundtrack, Clint Mansell; American composer and performance artist Laurie Anderson and Serbian composer Aleksandra Vrebalov. *The Spectator* spoke to Harrington about the upcoming concert, the commissioning process and plans for exciting new projects.

WWW.CALPERFS.BERKELEY.EDU


Hamilton College joins Kronos Quartet's 40th anniversary tour
Saturday, Nov. 9
Wellin Hall, 7:30 p.m.
Call the box office at 859-4331 for tickets and more information.

I was wondering if you could talk a little bit about—and I'm quoting the biography from your website—your "commitment to continually re-imagining the string quartet experience." What exactly does that mean to you?

When I was growing up in Seattle, I would go to quartet concerts. What I began to notice was most of the time… the range of music was really limited. It was generally European, always written by guys... When I started Kronos, I had a much different idea. It would be fantastic, if possible, to discover all sorts of music that could be played by two violins, a viola and a cello. And to bring more of the world into the experience that I grew up with.

I've always just wanted the sound that Kronos makes to reflect the world that we all share and the diversity of experiences that people have. I think what we mean by "reimagining what the experience of the string quartet might be" is to not be controlled by the past or to only think that the greatest music has already been written, and therefore that there's no point in really thinking much further. I don't think the best pieces have been written, even by Beethoven or even by Bach. I have proof of it because there are so many pieces that have been written for us that are just wonderful music.

In what ways do you think the program you'll be playing this Saturday reflects this diversity of experiences from across the world?

Well I mean we have music from Serbia, from Canada, from various composers living here in the United States. We're bringing in sounds of vintage electronic instruments. In Aleksandra Vrebalov's piece there's a Balkan drum that we play and there's a traditional Serbian one-stringed instrument played by poets in the last two millennia. So, we're bringing in a lot of different instrumental sounds.

I believe that there are issues that are brought up by music that we play. For example, [Vrebalov's] "Hold Me Neighbor in this Storm" really makes the listener consider what it might be like to be a Serbian person. I was hoping that Aleksandra would write something for us that would give our audience a sense of what has been happening in her homeland. We can learn new things, and I think that her piece does that.

Could you talk about the process of commissioning a piece? How do you connect with new collaborators?

What I do is listen to a lot of music that I've never heard before. Every day I'm constantly listening to new things. Every once and awhile—if you do that long enough—you find something that is so beautiful and wonderful and special. If you're a collector of musical experiences like I am, you'll find things that you have to add to your collection.

We were just in Bogotá, Colombia. I could not believe the vitality of the music that I'd been hearing from Bogotá and around Colombia. It's like it's a whole world that I had no idea about, so one of the things I'm doing right now is studying Colombian music. I've got about 20 recordings with me and I'm checking out all kinds of things. I'm sure there will be a whole area of our future work that explores the world of Colombian music.

Your quartet has played 20th- century and contemporary classical composers, but has also collaborated with rock and jazz artists. What draws you in so many different directions? Or is there some sort of running thread through all the different styles of music that you play?

I find music to be very mysterious. I don't know what it is for sure that pulls me to a piece of music or a certain instrument. I just know when it happens. When I hear something that I just can't get out of my mind, that's when I know Kronos has to do it. When it just becomes this obsession… If you allow that to happen to yourself as a listener, it's a pretty fabulous experience. I always just trust that.

What do you think is the most exciting thing going on in chamber music today?

That's a really great question and I'm not sure I have the answer. I listen to a lot of things, and one of the musicians that I was checking out earlier today is Colin Stetson. He plays various saxophones. He has this incredible recording where he does this circular breathing so he can play a piece that is a half an hour long without taking a breath. He plays this bass saxophone—huge—and it sounds like there are about four or five people playing at the same time. Anyway, I get to meet him when we play in Michigan. I'm hoping that there's going to be a great new piece that Colin can write for himself and Kronos. If that happens, it's going to be a major development in our music.

Do you have any specific advice for young musicians who hope to become professionals?

I don't usually give advice because I don't take it very well myself. The one thing that every musician needs is a contact with the internal sound, which to me is the motivating factor in a musician. The important thing is to turn your ears around and listen to that the sound that's going on inside and trust that sound…A lot of times we think "you need to learn how to play louder, higher, faster, more in tune"—yes, we need to learn these things, but we also need to know more about what's going on inside of ourselves, and why we want to be a part of music.

Parents get a glipse of art on the Hill

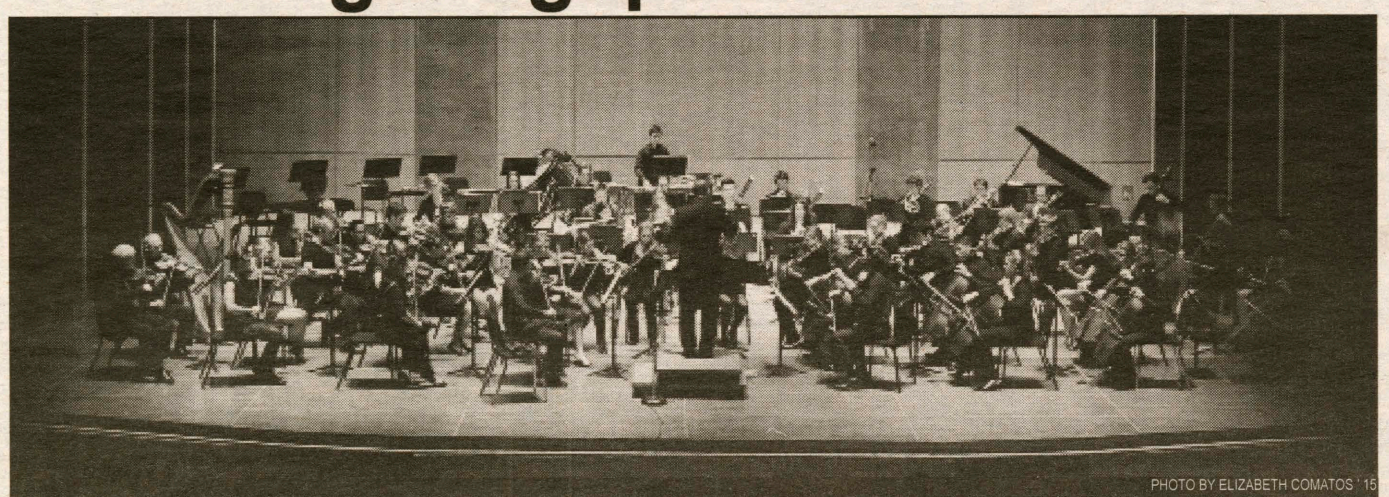
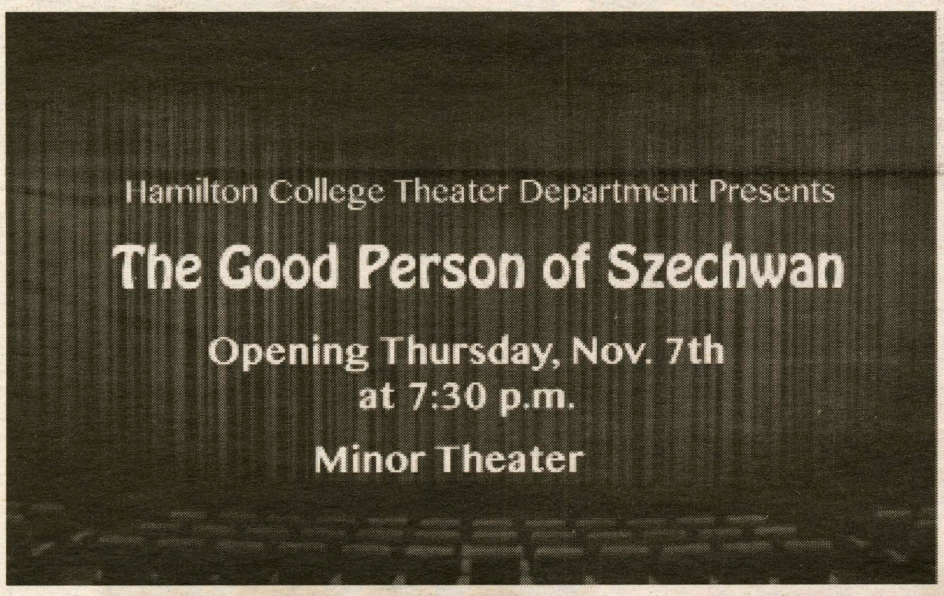


PHOTO BY ELIZABETH COMATOS '15

Students impressed parents in performances this Family Weekend by (clockwise from top) The Hamilton College Orchestra, Department of Dance and Motion Studies and Hamilton College Choir.

PHOTOS BY HANNAH LIFSET '14



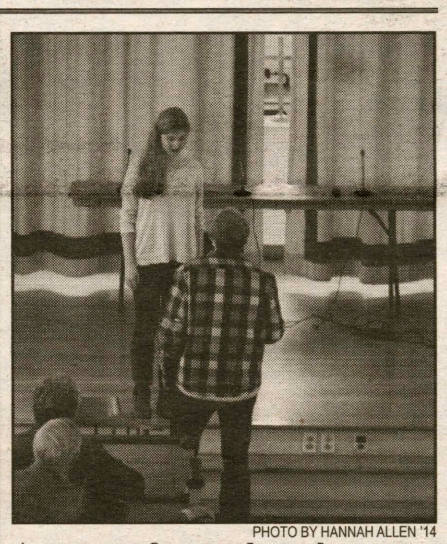
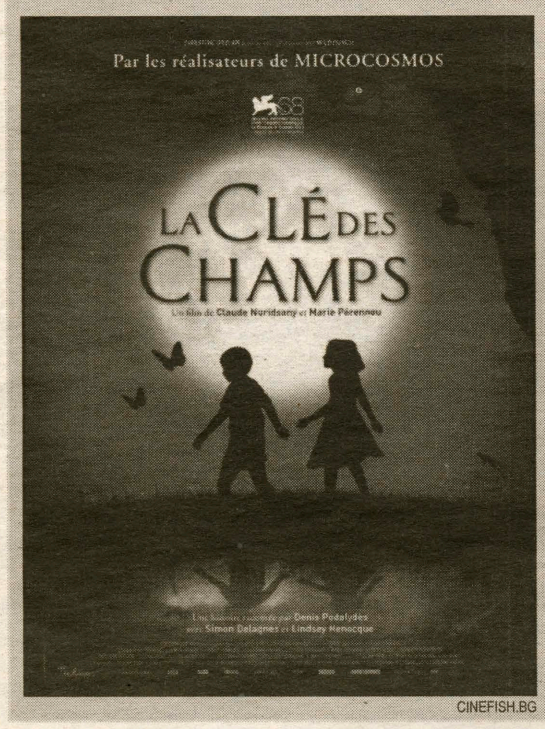


PHOTO BY HANNAH ALLEN '14

A scene from the play previewed in the Chapel last Friday.

F.I.L.M.



CINEFISH.BG

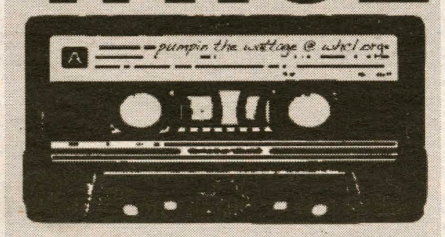
La Clé des champs ("The Field of Enchantment")

2011

Claude Nuridsany & Marie Pérennou, in person

Nov. 11, 2 p.m.
Bradford Auditorium, KJ 125

WHCL



CORNER

Show Profile:

The Eclectic Collectors

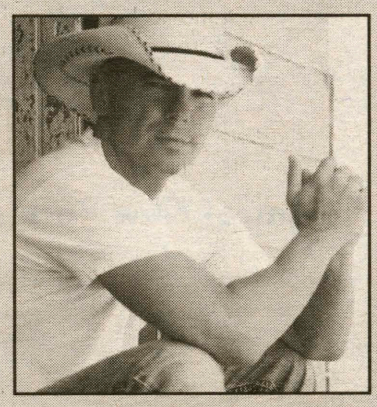
Thursday, 1 p.m.

with

Carrie Rudd '16, Hannah Cook '16 and Victoria Blumenfeld '16

What's playing?:

The Eclectic Collectors features three sophomore girls and their vast and fathomless iTunes libraries. With sounds ranging from the '20s to the music of the future, indie rock to Korean pop, and Kenny Chesney to Kid Cudi, we will fulfill all your needs. Each week we'll compose eclectically themed playlists for road trips, bathtub sing-a-longs, dance parties, sex, etc. Tune in for some boppin' additions to rejuvante your iTunes playlists.



COUNTRYBOSS.COM

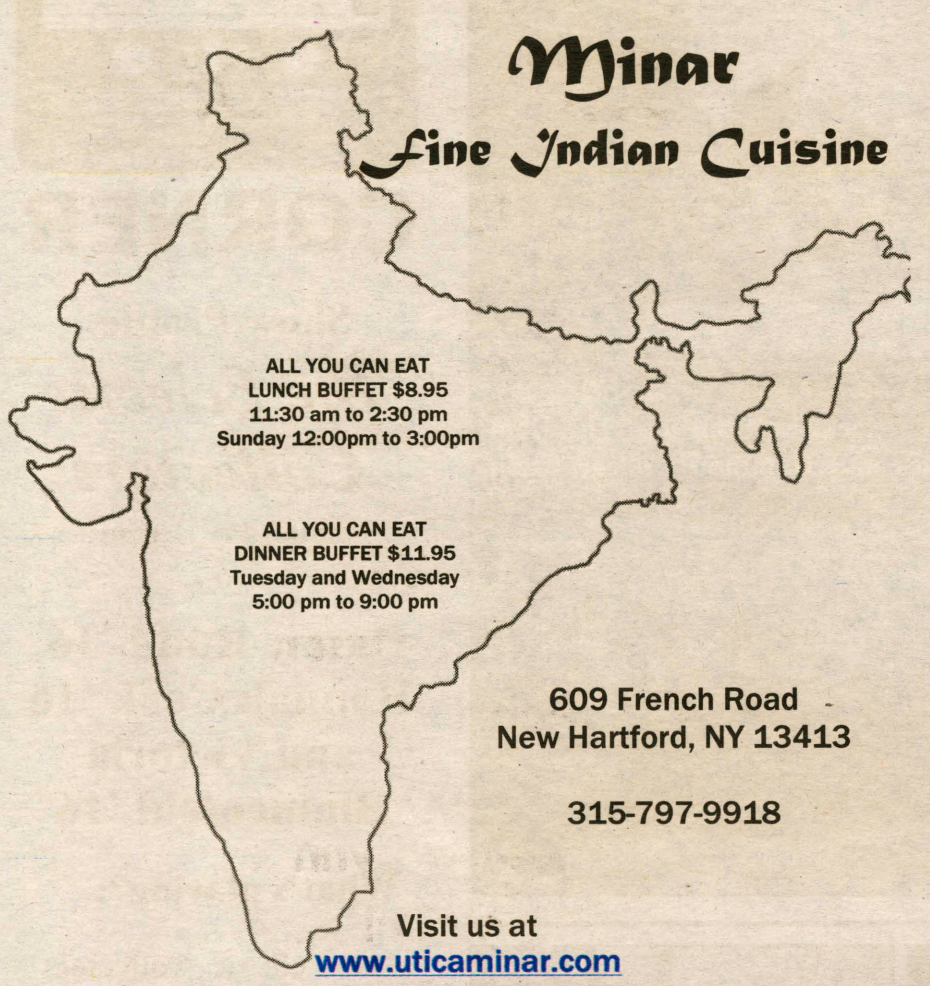
Expect to hear:

Music, jokes, three girls making fools of themselves.

This Song Goes out to...

Michael Wilson and that guy who's walking on Martin's Way.

Minar
Fine Indian Cuisine



ALL YOU CAN EAT
LUNCH BUFFET $8.95
11:30 am to 2:30 pm
Sunday 12:00pm to 3:00pm

ALL YOU CAN EAT
DINNER BUFFET $11.95
Tuesday and Wednesday
5:00 pm to 9:00 pm

609 French Road
New Hartford, NY 13413

315-797-9918

Visit us at
www.uticaminar.com

Find us on Facebook

Asian Bistro & Grill

Sushi & Pan Asian Cuisine

120-126 Genesee Street
New Hartford, NY 13413
Across from Planet Fitness
New Hartford Shopping Center

315-738-9888

Visit our website at
www.asianbistrogrillny.com

Free delivery to campus!

50% OFF SUSHI

10% Student Discount
(cannot be combined with other offers)

Connect with us on Facebook!

10% Off

vineyard vines® martha's vineyard
Barbour®
patagonia®
Lilly Pulitzer
Kiel James Patrick
Joules
Smathers & Branson
LACOSTE

Central New York's largest selection of men's and women's clothing and giftware from these brands and more.

KRIZIA MARTIN
fine apparel & giftware

On the Village Green – 20 West Park Row, Clinton

www.kriziamartin.com
Open Mon
12:00pm-4:00pm
Tues-Sat
10:00am-6:00pm

THE NEXT TIME YOU SEE ONE OF THE FOLLOWING STUDENTS

Amal Asghar
Ian Carradine
Jenn Durkee
Emily Foley
Liza Gergenti
Tara Hansen
Jackie Jasuta
Sara Lewis
Laura McCormick
Katie Moran
Spencer Olsson
Luis Serota
Amy Wright

Katie Callahan
Phil Conkling
Hannah Ferris
Blaire Frett
Kate Getman
Rob Hayden
Brian Jung
Keara Lynn
Lilly McCullough
Marie Murray
Louise Owens
James Stanell

PLEASE THANK THEM FOR THE MANY HOURS THEY VOLUNTEER AS AN EMT FOR YOUR CAMPUS COMMUNITY

WEEK OF NOV.11, 2013
NATIONAL COLLEGIATE EMERGENCY MEDICAL SERVICE WEEK
APPRECIATE YOUR COLLEGE EMT'S

Volleyball serves up win on Senior Night

*from **Volleyball,** page 16*

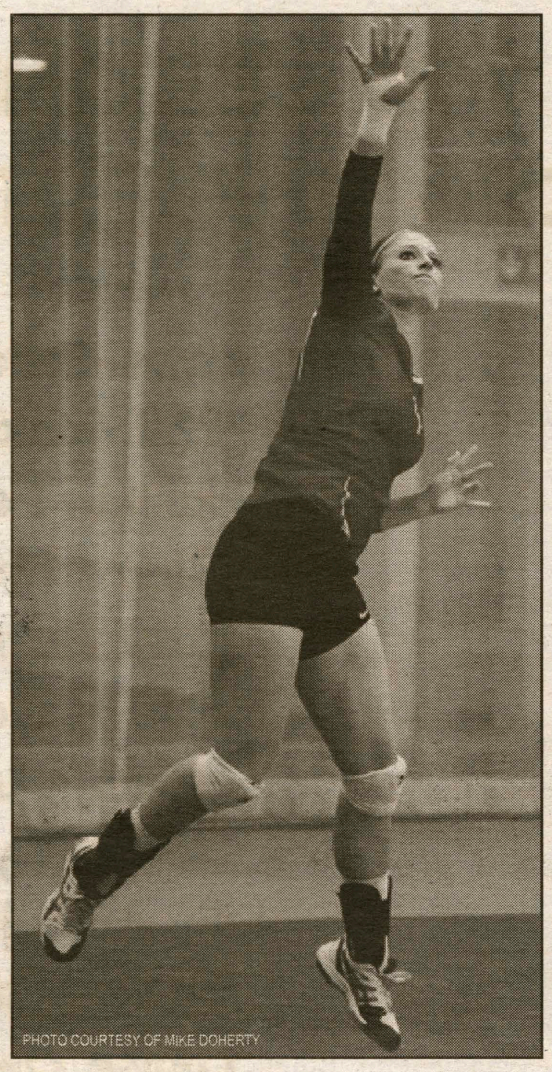
given me the chance to be involved in a pretty major way. I wish it wasn't over, and I'm definitely going to miss it."

On Saturday Hamilton took on second place Bowdoin, but was ultimately unable to pull off the upset. The Continentals finish their season with an overall record of 5-17, and a NESCAC record of 1-9.

"This season in particular was pretty special. We certainly didn't have the best record, but I had more fun this season than any other" commented Pfund. "The program has grown so tremendously since my freshman year. A lot of that has to do with the team dynamic, but it's also a result of the work my coach has put into bettering this team. I really appreciate everything everyone has done for Hamilton volleyball, and I'm so grateful I was given the opportunity to be a part of it."

Once again, a team's record does not necessarily reflect success. The Hamilton volleyball team has made a move in the right direction with this season. Newcomers have contributed to the program and the team has played many close matches.

Looking back on this season, it is certain that the seniors can be proud of both their accomplishments and the team's efforts as a whole.



Sarah Pfund '14 serves as the Continentals beat Bates over the weekend.

Follow @HamCollSports for real-time updates from your favorite teams, including:

Track & Field
@HamCollXC_TF

Men's and Women's Basketball
@HamCollBBall
@HamCollMBBall

Baseball
@HamCollBaseball

Swimming & Diving
@HamCollSwimDive

Football
@HamCollFootball

The Spanish Club and The Hispanic Studies Department Present:

SMUGGLED

A film and presentation by Ramón Hamilton

Thursday
November 14
8:00 pm
Science Center
Auditorium G027

W. club soccer tournament benefits breast cancer research

by Ben Fields '15
Sports Editor

While varsity sports get much of the attention in college athletics, there are also thriving club sports here on the Hill. Among these is the recently formed women's club soccer team. The team, comprised of 30 women, competes against other teams from across the northeast. Although it is a club team, most of the players come from soccer backgrounds and have a solid skill base.

This past weekend, the team travelled to Binghamton University to compete in a tournament against Binghamton and SUNY Cortland. The tournament was organized as a fundraiser for breast cancer research. Through various means, the team raised over $450.

In the first game, Hamilton took on Binghamton in an hour-long match. Previously this season, the team lost to Binghamton 1-2. However, the Continentals were able to power past the Bearcats this round. In the earlier matchup, Hamilton went in with a solid team, complete with six subs, however the players were still overwhelmed by the Binghamton offense. But with only one player on the bench, the Continentals were able to stay strong and take a 1-0 victory.

Phoebe Greenwald '15, the team's president, said "It [the win over Binghamton] showed how far we've come this fall in terms of fitness, and it also proved that we could put what we've been working on in practice to use."

The Binghamton game showcased the skills of Catherine Conroy '16, Amelia Denny '17, Katie Conroy '16 and Nicole Saitta '16. With both the winning goal, and the first goal of her career, Denney is truly making her mark as a first-year on the team. Conroy had the assist on Denny's goal, while Saitta took the lead with defense. Saitta has served as the team's acting captain as well as holding the defense together.

After a hard-fought game against Binghamton, the team went into the game against SUNY Cortland exhausted. Even with fatigue setting in, the players were able to hold Cortland to just one goal, losing 1-0.

"Cortland is a pretty tough, well established team, so we were actually excited about our continued effort and the result, despite the loss," said Greenwald.

Considering the fact that the team was made up of seven members who practiced in the Alumni Gym last year, it has made massive strides. Now the team boasts a roster of 30 women and plays in challenging games against other strong schools. Greenwald remarked on the team: "We're a new team and fortunate in that we have a bunch of very skilled girls." It will be exciting to see where the team goes in the seasons to come.

PHOTO COURTESY OF KAITLIN TIBBITS '15

The women's club soccer team poses after their strong showing in this past weekend's tournament at Binghamton to support Breast Cancer research.

Hamilton alum conquers far-away waters

*from **David D.**, page 16*

Newport, VT to Magog, Quebec but had to stop nine hours in due to severe shoulder pain.

Before attempting the Lake Memphremagog swim, Dammerman's friend Karen Sheldon had thrown out the idea that he should swim the English Channel. Dammerman had not taken this idea seriously—until now. After returning to successfully cross Lake Memphremagog in 2012, Dammerman began training specifically for the longest and most strenuous event of his swimming career yet.

Preparation for swimming the Channel included a rigorous schedule of swimming for at least two hours a day, six days a week. Most days he woke up to his alarm at 4:00 a.m., when he drove to a pool or local lakes to work on his speed and endurance. He also added yoga to his workout routine to increase flexibility and build strength. The most important parts of his preparations included becoming accustomed to swimming in the dark and in cold water. Dammerman attended a cold water distance swimming camp in Ireland, which helped him prepare for the 62°F water temperature he encountered while swimming the Channel on September 25.

That morning, Dammerman and his boat pilot and crew arrived to the dark waters of the Channel on the English side. Dammerman recalled how he felt before beginning his swim: "Jumping into the dark and knowing that I wouldn't touch the boat or any other person for a long time was a bit unnerving." His wife Judy remained on shore and was able to track his progress by means of a GPS feed and text messages from the boat crew.

PHOTO COURTESY OF DAVID DAMMERMAN '91

David Dammerman '91 warms up after his 27-mile swim across the English Channel on Sept. 25.

After beginning his swim at 2 a.m., Dammerman said it took a few hours to find a rhythm and to adjust to the choppiness of the waves. However, by daybreak the water had smoothed out and he focused solely on his stroke technique while imagining that he was swimming along with his friends. Every half hour his crew gave him a warm, carbohydrate drink to keep him energized. He also received a mouthwash solution every few hours to rinse the salt out of his mouth.

Despite the chilly temperature of the water, Dammerman said he never felt cold. He recalled, "the water temperature felt great, but I was always concerned that the tidal flow might push me away from the closest point in France and add hours to my swim." While the closest point between England and France is 21 miles in length, Dammerman ended up swimming a total of 27 miles due to the tides pushing him back and forth. It took him 10 hours and 38 minutes to complete the swim.

Afterward, Dammerman compared his experience of the crossing with that of his family and friends. "It was fun, for example," he remembered, "to find out that a curious seal was following my progress for the last several minutes of the swim."

Reflecting back on this experience, Dammerman shared, "I knew I had the abilities to get this kind of swim done. The challenge is to match your abilities against the notoriously fickle water and weather conditions in the Channel."

Dave Thompson, Director of Blood Fitness Center and Campus Wellness, was the head swim coach when Dammerman was swimming at Hamilton. "Him doing this doesn't surprise me at all," Thompson said. "To swim the English Channel is about focus and ... determination ... you have to have lots of resolve." Thompson was proud of Dammerman's commitment to his team and sport while at Hamilton and told the Spec., "now we are even more so."

Similarly, Eugene M. Tobin Distinguished Professor of Sociology Dan Chambliss, who was the assistant swim coach while Dammerman swam here, said he was not surprised at Dammerman's most recent accomplishment. "Dave was an exceptionally intelligent, hardworking, thoughtful guy," he said. "He was always unusually self-disciplined and sensible, able to do pretty much whatever he set his mind to."

Though David Dammerman is proud to have completed the English Channel swim, he has no immediate goals other than to continue swimming. However, he hopes to help his friend Bethany with her hopes to cross the Channel, too. Based on his obvious commitment and passion for this sport, there is no telling what Dammerman will do next. As Thompson succinctly put it, "he's probably destined to do other great things."

H SPECTATOR SPORTS
November 7, 2013

Win over Ephs moves men's soccer into playoffs

by Sterling Xie '16
Sports Writer

As Hamilton College's large contingent of Boston Red Sox fans may understand, an 86-year drought implants a self-defeating mindset. When the Red Sox broke through in 2004, it provided an indescribable catharsis for the entire New England region.

Perhaps it's fitting that on the same day the Sox won a championship, the Hamilton men's soccer team ended its own "Curse of the Bambino," defeating Williams College 2-1 for the first time in 86 years. After falling behind early, Dan Kraynak '15 jolted a slumbering Continentals team with the tying goal in the 23rd minute, and Bayard Geeslin '16 scored the game-winner in the 72nd minute.

For Head Coach Perry Nizzi, the back-and-forth momentum swings were a heart-stopping experience, providing eerie reminders of his team's inability to pull through in recent years. "To say the game was exciting would be an understatement," said Nizzi. "Throughout the second half, we were just hoping to get that one opportunity. The last three years, we've had a lot of chances to win games, and we've usually found a way not to win."

Indeed, since joining the NESCAC three years ago, the Conts had not made the playoffs before their stunning victory propelled them into the postseason. Hamilton lost all but one game in 2012 by a single goal, and when the Continentals dropped a 1-0 decision at home to Tufts, it appeared that their postseason hopes were dissipating in similar fashion this season.

But as keeper Freddy Porges '14 revealed, Hamilton's success against similarly potent teams like Amherst (1-1 tie) and Wesleyan (1-0 win) gave them confidence in a difficult must-win situation. "Beating Williams at their home field was a great feeling for everyone involved," he admitted. "Every year since we joined the NESCAC, our season has basically come down to our last conference game. We knew we were up against it when we needed to win at Williams, but we also had hung with and beat the best teams in the conference earlier this year. Making the playoffs for the first time meant a lot for the seniors because we've experienced what it felt like to come up just short for the past two years."

In the end, the injuries proved too much to overcome or forge a deep playoff run, as the Conts fell to top-seeded Amherst, 1-4, in the opening round. However, as Nizzi noted, the team's success against top NESCAC teams despite being undermanned for much of the year provides a valuable stepping-stone for next season. Moreover, in finally getting over the hump into the postseason, he believes a tone has been established that the Continentals are no longer the pesky underdogs who expect to hang tough but ultimately come up short.

"We have a nice nucleus moving forward of both seven returning starters and a few underclassmen who got lots of playing time this year, so we'll have more depth than usual headed into next season. But it's also about the mindset, because when [Williams] scored first, our team's response was way beyond anything I expected. I could see that they had the mindset that they were going to go to the playoffs, and nothing was going to stop them from that."

For a team in a new league, that kind of belief does not come easily. Surely nobody on past Hamilton teams wanted to suffer through a seemingly endless string of close defeats and missed postseason results, but learning how to win is often a lengthy and frustrating process. The Continentals have checked off their first goal this year, finally making it into the postseason dance. If the resiliency of the 2013 team is any indication, this should only be the tip of the iceberg moving forward.

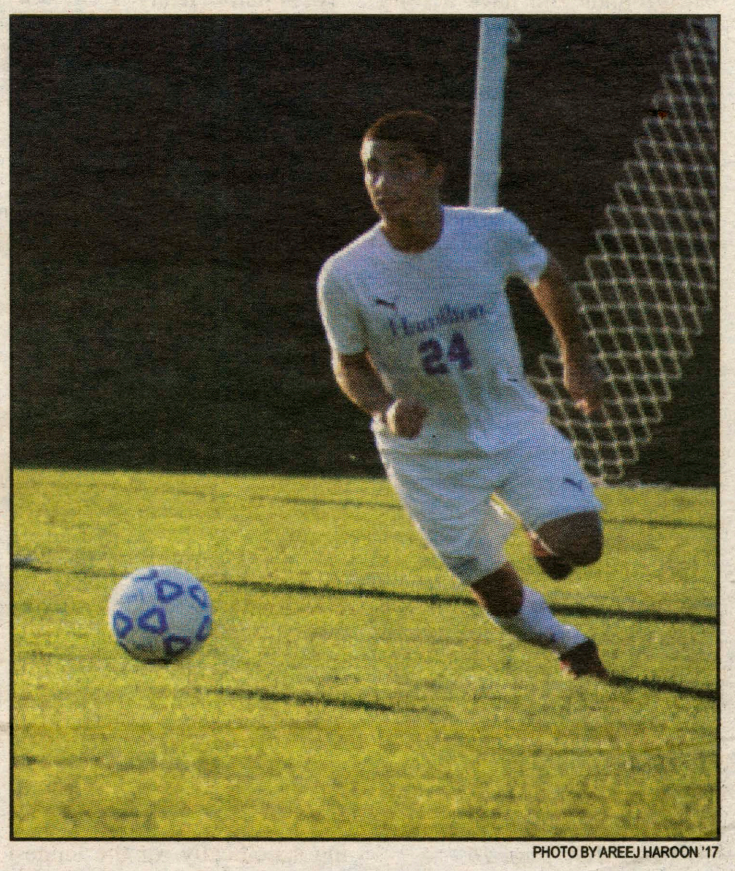


PHOTO BY AREEJ HAROON '17

Zach Becker '14 looks to pass in the Conts' win against the Williams Ephs on Oct. 30.

David Dammerman '91 swims English Channel

by Sirianna Santacrose '15
Sports Editor

Fewer than 350 Americans have done it. A smaller number of people than those who have climbed Mount Everest have completed it. But these statistics did not deter David Dammerman '91, CEO of Green Mountain Investment Associates, who successfully swam across the English Channel less than two months ago at 44 years old.

Dammerman began swimming competitively at age eight at his local YMCA, where his coach inspired his love of swimming. He continued this passion throughout high school and college, where he specialized in the butterfly and individual medley events and was a team captain. After graduation, Dammerman decided to take a break from the sport and did not pick it up again until five years ago.

Excited by the thought of swimming in a brand new facility at the Saratoga Springs YMCA, Dammerman took up the sport again. He found new workout partners there, who introduced him to local lakes in the area. At the end of 2009, he and his swimming friends decided to compete in the Waikiki Roughwater Swim in Hawaii, a 2.4 mile swim. This inspired Dammerman to look for longer and more challenging swims. In 2011, he won a 10-mile swim race in Newport, VT. He also entered a 25-mile crossing of Lake Memphremagog from

*see **Hamilton alum,** page 15*

PHOTO COURTESY OF DAVID DAMMERMAN '91

V-ball knocks off Bates

by Daphne Assimakopoulos '17
Sports Contributor

This past weekend, the Hamilton volleyball team fought out their final two matches of the season. The team put up tremendous efforts against Bates and Bowdoin amid the cheers of fans and family members in the Margaret Bundy Scott Field House.

On Friday night, the Continentals faced Bates and earned their first NESCAC win of the season, taking the match three sets to one. Hamilton dropped the first set and Bates took the win 25-19.

Nevertheless the relentless Hamilton team turned up their energy in the second set, taking a 10-2 lead right out of the gate and ultimately winning the set 25-16.

The third set gave Hamilton the opportunity to jump out in front of Bates, and the Continentals took advantage of their chance. Hamilton made a huge comeback while in a 13-5 hole, and went back and forth for the remainder of the set. In the end, Hamilton was able to pull out the 26-24 win.

With their first NESCAC win in sight, Hamilton fought hard in their final set and beat Bates by a whopping 10 points, 25-15. Jessica Weston '17 led the team with 12 kills in the match, and Ivanka Temnycky '17 was right behind her with 11. Anna Brown '15 recorded 25 digs, and Sarah Pfund '14 made 38 assists.

The win was even sweeter due to the nature of Friday's game. The Continentals honored their two seniors, setter Sarah Pfund and outside hitter Brenna Corrigan. Both are captains with three varsity letters, who have played a huge part in the Hamilton volleyball tradition.

Corrigan has recorded 544 career kills, 66 career aces and 686 career digs. Last season at the Kean Cougar Classic Tournaments ,she was named the MVP and was appointed to the all-tournament team at the University of Rochester Invitational.

Pfund has recorded a mammoth 887 career assists and 500 career digs. She was named to the NESCAC Fall All-Academic team and All-Sportsmanship team in both 2012 and 2011.

"Hamilton volleyball has been a huge part of my experience here on the Hill," Pfund said. "I've met some of the best people there are at Hamilton on this team, and it's

*see **Volleyball,** page 14*